

Wisconsin Social and Emotional Learning Case Study

Wisconsin Department of Public Instruction

Introduction/Background

HISTORY

Developing SEL Competencies has been a component of the WRPS strategic plan. A district-wide committee was established to accomplish this goal. Administration and teachers have identified this as a need due to the increasing amount of behavior and mental health issues.

THE MODEL

We used the DPI Social and Emotional Learning Competencies, CASEL, and Wisconsin School Counseling Model and Standards. The WRPS Behavior and Mental Wellness Belief statements and Tiered Pyramid of services also guided the work of the committee.

THE PLAYERS

The Behavior and Mental Wellness Committee is comprised of administration, K-12 classroom teachers, and pupil services staff. All of the members of the committee have an important role and voice on the committee.

Big Ideas from

INSTRUCTION

The sub-committee believes that these competencies must be explicitly taught and expectations need to be clear for students.

ADULT

We know that all adults (teachers, support staff, etc.) will need training in these competencies so that the instruction and expectations are clear and consistent for students.

SUSTAINABILITY

We are striving to incorporate our competencies into already occurring professional development and classroom instruction. We do not want these to be perceived as something additional or extra, but rather as the way WRPS works with students.

EQUITY

We will ensure that all students develop these competencies through strong, appropriate instruction and modeling. Students will receive extra support through our Tier 2 and 3 social, emotional, and behavioral interventions. These supports are available to all students who demonstrate need.

Conclusion

What have the outcomes been?

While our competencies are developed, we are still in the process of rolling them out with all staff. This is the next step for our committee.

How are things different for kids?

While the explicit instruction for students has not yet occurred, we are offering a variety of professional development opportunities for staff to begin to introduce the concept of appropriate behavioral and mental health instruction and supports.